



September 17, 2014

**Indiana Government Center South
Conference Room C
Public Entrance at 302 W. Washington Street
Indianapolis, IN 46204**

MEETING MINUTES

Members Present: Lt. Governor Sue Ellspermann, Gary Hobbs, Joe Loughrey, Teresa Lubbers, SPI Glenda Ritz, Victor Smith, Tom Snyder, Dan Waldrop, Dr. John Wernert

Members Absent: Governor Mike Pence, Neil Pickett, Scott Sanders

Advisory Members Present: Rep. Steve Braun, JR Gaylor, Rep. Christina Hale

Advisory Members Absent: Kevin Brinegar, Sen. Doug Eckerty, Pat Kiely, Sen. Frank Mrvan

Staff Present: Jackie Dowd

I. Call to Order and Welcome

Lt. Governor Ellspermann called the meeting to order at 3:05pm, and welcomed members in attendance. She introduced Dr. John Wernert, the newly appointed Secretary of FSSA, and welcomed him to his first meeting as a Career Council member.

II. Roll Call and Noting of Quorum

Victor Smith conducted a roll call and recognized that a quorum of members was present.

III. Approval of Minutes from June 16, 2014 Meeting

Council members reviewed the meeting minutes from the June 16th meeting. Following review, Mr. Loughrey motioned approval; Mr. Hobbs seconded the motion; motion carried.

IV. Continuing Business

a. Career Council Taskforces and Subcommittee Updates

i. Pathways Taskforce

Taskforce Chair, Lt. Governor Ellspermann, provided an update on the work of the pathways taskforce. She shared that they held an initial meeting of the taskforce for members to become acquainted with one another and to review findings on the items that are in the taskforce's purview, including return-to-complete programs, work-and-learn programs, and career counseling.

ii. Sector Strategies Taskforce

Taskforce Chair, Victor Smith reported that the taskforce had met two times during the summer. The first meeting focused on the process of developing a model for sector partnerships and the second focused on the Career and Technical Education Return on Investment Study. The taskforce will meet in October and will continue its focus on the CTE ROI study and findings.

iii. Core 40 Diploma Study Subcommittee

Taskforce Chairs, SPI Ritz and Commissioner Lubbers reported overseeing three meetings of this subcommittee throughout the summer. They shared that the primary focus of the taskforce's work is to preserve academic rigor and robust opportunities for student while contemplating potential changes to the Core 40 diploma structure. They reported that the subcommittee has established three taskforces to continue the analysis and development recommendations around certain aspects of the Core 40 diploma: the Diploma Structure Taskforce, the Math Pathways Taskforce, and the Diploma Content Taskforce. These taskforces will begin meeting monthly to ensure that the subcommittee is prepared to meet its statutory deadline of December 1, 2015.

iv. System Alignment Taskforce

Taskforce member, Teresa Lubbers, reported on behalf of Taskforce Chair, Neil Pickett. She reported that the taskforce had met three times throughout the summer, with two additional meetings scheduled before the end of September. The taskforce's initial goal is to develop recommendations that will allow system partners to remove obstacles and design a true integrated systems approach for providing students, workers, and businesses with workforce development services. She also reported that the taskforce would present its initial findings and recommendations on aligning the system at the next meeting of the Career Council.

b. Career and Technical Education Return on Investment Study

Ms. Dowd led a discussion on the initial findings of the Career and Technical Education Return on Investment Study, as assigned to the Career Council by HEA 1064. Ms. Dowd introduced Ken Mall from EDSI, who was procured as a vendor to conduct the study. Mr. Mall provided the Career Council with a slideshow presentation that reviewed the process that EDSI used in conducting its analysis. Among the items that Mr. Mall's presentation addressed were the following:

- Data shows that participation in CTE raises graduation levels
- CTE concentrators earn a great number of Core 40 Diplomas, but not a significantly large number of Core 40 with Academic Honors
- Data was not available for all cohorts that were analyzed – there was incomplete employment and earnings data due to the timeframe of cohorts studied
- Data tended to show that there was an earnings premium associated with students that concentrated in specific CTE pathways

The summary of outcomes that Mr. Mall provided the Council included the following:

- CTE participants as a whole have marginally better graduation rates compared to non-participants
- Most of CTE difference in performance is accounted for by the difference between the outcomes of concentrators and non-concentrators
 - Concentrators graduate at significantly higher rates
 - CTE participants receive a smaller percentage of honors diplomas, but a higher percentage of general diplomas.

Mr. Mall also provided the following initial recommendations to the Career Council as it continues its analysis and study of Career and Technical Education:

- Focus opportunities on concentrators
- Align concentrators with industry demand for jobs
- Understand placement/employment in a field related to the education
- Evaluate potential outcomes, such as graduation rates, post-secondary completion, earning industry recognized credentials, and wages, based upon the area of concentration.

Following discussion, the Career Council considered a resolution that supported the values of career and technical education and the initial recommendations for CTE programs. Following discussion and minor edits to the resolution, Lt. Governor requested a motion to approve the resolution. Mr. Snyder motioned approval of the resolution; Mr. Waldrop seconded the motion; motion approved. A copy of the resolution is attached to these meeting minutes.

V. Adjournment

Lt. Governor Ellspermann adjourned the meeting at 4:30pm.



Resolution on Career and Technical Education
September 17, 2014

Whereas, in accordance with Indiana Code 22-4.5-9-4, the Career Council is required to complete a return on investment and utilization study of career and technical education programs; and

Whereas, the Career Council charged the Sector Strategies Taskforce of the Career Council with overseeing the completion of this study; and

Whereas, the Career Council, in coordination with the Department of Education, the Commission for Higher Education, the Department of Workforce Development, Ivy Tech Community College, and Vincennes University, has completed the initial phase of the on-going study of career and technical education programs; and

Whereas, the Career Council Sector Strategies Taskforce reviewed the initial findings of this study at its September 9, 2014 meeting and presented its initial recommendations to the Career Council.

It is therefore resolved that the Career Council makes the following value statements about career and technical education services in Indiana:

1. Career and technical education has a positive impact on students who participate, especially for those that are concentrators.
2. Career and technical education is an effective tool in ensuring that more secondary students are prepared for college and career when they leave high school.
3. State funding should incentivize better student outcomes, rather than focus solely on inputs.

It is further resolved, that the Career Council makes the following recommendations about career and technical education services in Indiana:

1. Career and technical education programs should place students and student outcomes at the center of their focus.
2. Career and technical education programs and courses of study should align their delivery with post-secondary and both current and future workforce needs.
3. Career and technical education programs should recognize the value of work-based learning.
4. Indiana should, to the extent possible, differentiate its emphasis on CTE programs based on regional and local workforce needs, with a focus on high wage, high demand jobs.
5. The State and local CTE programs should create strong partnerships and engagement with businesses and community organizations.